



# **RELEASED ITEMS**

**SOCIAL STUDIES  
GRADE 6**

**Fall 2007**

**MICHIGAN STATE BOARD OF EDUCATION  
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# PART 1

## DIRECTIONS

Part 1 of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

Use a No. 2 pencil to mark your answer choices in your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

Read all directions carefully. A sample item is provided for you below.

### Sample Question

Which economic activity is important in Florida today?

- A logging
- B trapping
- C growing potatoes and apples
- D growing grapefruits and oranges

The correct answer to the question is "D." Circle D is filled in on the sample item on page 2 in your **Answer Document**. Items like this will have one *best* answer that you need to select to get the item correct.

The last item in Part 1 is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in your **Answer Document** using a No. 2 pencil. No additional sheets may be used.

If you finish early, you may check your work for Part 1 only. Do **NOT** work on Part 2 of this test until you are told to do so.

Please raise your hand if you have any questions.

You may now begin.

**Directions:** Use what you know about Civics to answer questions 1 through 5.

**1** Which event in the United States has the *greatest* effect on other countries?

- A** the election of a new governor
- B** the election of a new President
- C** the signing of a Michigan tax law
- D** the building of a public high school

**2** Explain presidential veto power

- A** Identified incorrectly the government branch that a veto affects
- B** Chose that a veto is used to deny a Constitutional right
- C** Correct
- D** Chose that a veto grants further powers to president

**3** Which student response to this uniform policy is based on a constitutional right?

**Freedom of Expression**

A middle school wants students to wear uniforms. Many students think wearing uniforms goes against their constitutional right to freedom of expression.

- A** refusing to attend school
- B** organizing school protests
- C** destroying school property
- D** refusing to do school assignments

- 4 Explain purpose of treaties
- A Chose that a treaty creates conflict
  - B Chose that a treaty mainly involves the military
  - C Correct
  - D Chose that a treaty mainly limits travel
- 5 Based on the Declaration of Independence, what should be the *main* goal of government?
- A making laws
  - B fighting wars
  - C taxing citizens
  - D protecting rights

**GEOGRAPHY**

**Directions:** Use what you know about Geography to answer questions 6 through 10.

- 6 Describe changes in social roles of men and women
- A Chose an unchanged role of men
  - B Chose an unchanged role of women
  - C Correct
  - D Chose an unchanged role of men
- 7 Locate US climate regions
- A Chose incorrect region
  - B Correct
  - C Chose incorrect region
  - D Chose incorrect region

**8** Why would the mayor of Flint want a new automobile factory in the city?

- A** to create jobs
- B** to improve roads
- C** to preserve farm communities
- D** to conserve forestry resources

**9** Locate US climate regions

- A** Chose incorrect region
- B** Correct
- C** Chose incorrect region
- D** Chose incorrect region

**10** Which feature is a human characteristic of Michigan?

- A** Mackinac Bridge
- B** Mackinac Island
- C** Michigan sand dunes
- D** Michigan copper region

**HISTORY**

**Directions:** Use what you know about History to answer questions 11 through 15.

**11** Measure time by decades

- A** Overestimated length of a decade
- B** Overestimated length of a decade
- C** Correct
- D** Underestimated length of a decade

**12** Which lesson about good character can be learned from Deborah Sampson?

**Deborah Sampson**

During the Revolutionary War, Deborah Sampson dressed as a man and fought in the Continental Army. She was wounded twice in battle. She was finally honored and paid for her military service.

- A** Money has value.
- B** Education has value.
- C** It is important to care for the sick.
- D** It is important to support a good cause.

**13** Recount lives of famous individuals

- A** Chose wrong individual
- B** Chose wrong individual
- C** Chose wrong individual
- D** Correct

- 14** The delegates to the Constitutional Convention considered two plans.

How did the delegates come to an agreement on this issue?

**The Great Compromise**

Virginia Plan	New Jersey Plan
Favored large states	Favored small states
Representation would be based on population	Representation would be the same for each state

- A** by adopting completely new plans
  - B** by accepting ideas from both plans
  - C** by having governors serve as legislators
  - D** by allowing judges to appoint legislators
- 15** Identify a key provision of the Northwest Ordinance
- A** Correct
  - B** Not a provision of the Northwest Ordinance
  - C** Not a provision of the Northwest Ordinance
  - D** Not a provision of the Northwest Ordinance



**ECONOMICS**

**Directions:** Use what you know about Economics to answer questions 16 through 20.

- 16 How does increased oil usage around the world affect the United States?
- A Energy costs decline.
  - B Energy sales decline.
  - C Citizens pay more for gasoline.
  - D Citizens demand more gasoline.
- 17 What economic term describes the cost of borrowing money from a bank?
- A interest
  - B dividend
  - C capital
  - D profit
- 18 Describe benefits of international trade to the consumer
- A Not a primary benefit of international trade
  - B Not a primary benefit of international trade
  - C Correct
  - D Not a primary benefit of international trade

**19** Describe a role of local government

- A** Chose a role of federal government
- B** Correct
- C** Chose a role of federal government
- D** Chose a role of federal government

**20** Ann, Alonso, Robert, and Rosa are putting on a school play. They made a chart showing who would be responsible for each task.

Which sentence describes the children's problem?

Task	Volunteer
Stage	Ann
Costumes	?
Script	Robert
Posters	Rosa
Props	Alonso
Tickets	?

- A** They had a scarcity of human resources.
- B** They had a scarcity of actors' costumes.
- C** They had a scarcity of props.
- D** They had a scarcity of time.

**DECISION MAKING**

**Directions:** You will be asked to take a position on the public policy issue: **"Should Michigan adopt the Kirtland's warbler as the state bird?"**

It should take about 20 minutes for you to complete your response.

Choose information from the following data sections, and use it with what you know to support your position.

## A NEW STATE BIRD

The robin is the state bird of Michigan, but there are people in Michigan who want to name the Kirtland's warbler as the state bird. While the robin is common to many parts of the United States, the Kirtland's warbler lives only in Michigan and flies to the Bahamas in the winter months.

### DATA SECTION

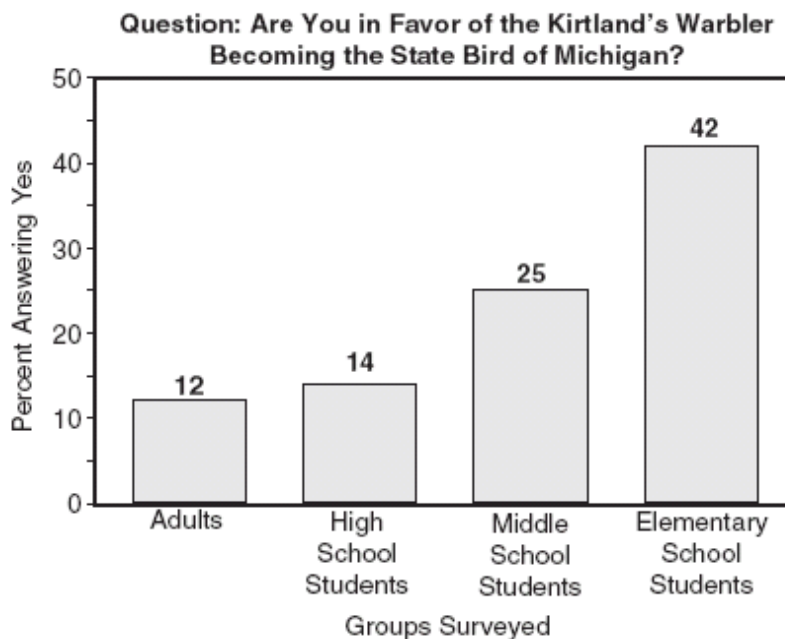
**Part A**

The table below compares the robin, the current Michigan state bird, and the Kirtland's warbler.

Robin	Kirtland's Warbler
• State bird of three states	• Unique to Michigan
• Seen in all of the state's counties	• Seen in many of the state's counties
• Limited economic value	• Encourages tourism
• Not an endangered bird	• An endangered bird
• Recognized by most people	• Unfamiliar to most people

**DATA SECTION (continued)****Part B**

A local student group asked the people in their community if the Kirtland's warbler should be the state bird of Michigan. Here are the results from their survey:



**21 Taking a Stand**

You will now take a stand on the public policy issue:

**“Should Michigan adopt the Kirtland’s warbler as the state bird?”**

You may either support or oppose the state’s proposal to adopt the Kirtland’s warbler as the state bird. Write a letter to your state representative explaining your position on the issue.

You will be graded on the following criteria. Your letter must include:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy; and
- supporting information from the Data Section.

- Remember:**
- Write or print neatly on the lines provided in your **Answer Document** using a No. 2 pencil.
  - No additional sheets may be used.
  - Nothing written in this booklet will be scored.

**Some Core Democratic Values of  
American Constitutional Democracy**

Life  
Liberty  
The Pursuit of Happiness  
Public or Common Good  
Justice  
Equality  
Diversity  
Truth  
Popular Sovereignty  
Patriotism  
The Rule of Law  
Freedom of Speech  
Freedom of Religion

## PART 2

### DIRECTIONS

Part 2 of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

The last item on this test is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in your **Answer Document**. No additional sheets may be used.

Read all directions carefully.

Use a No. 2 pencil to mark your answer choices in your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

If you finish early, you may check your work for Part 2 only. Do **NOT** work on Part 1 of this test.

Please raise your hand if you have any questions.

You may now begin.

**ECONOMICS**

**Directions:** Use what you know about Economics to answer questions 22 through 26.

**22** Identify opportunity cost

- A** Chose an example that is not an opportunity cost
- B** Chose an example that is not an opportunity cost
- C** Chose an example that is not an opportunity cost
- D** Correct

**23** What is a benefit of borrowing money from a bank to purchase a car?

- A** The cost of the car will be less.
- B** The bank will loan money for a car for free.
- C** The car is paid for over a long period of time.
- D** The bank will buy the car when the loan is paid.

**24** Describe the role of the consumer

- A** Chose a role of a producer
- B** Correct
- C** Chose a role of a producer
- D** Chose a role of a producer

- 25 Describe how a business is involved in trade
- A Chose incorrect economic concept
  - B Correct
  - C Chose incorrect economic concept
  - D Chose incorrect economic concept
- 26 Which level of government regulates imports from other countries?
- A federal
  - B state
  - C county
  - D city

**GEOGRAPHY**

**Directions:** Use what you know about Geography to answer questions 32 through 36.

- 27 During the 1600s, why did French settlers cooperate with local Native Americans?
- A to trade for fur
  - B to learn farming
  - C to begin a fishing industry
  - D to work in the timber industry



- 28** Describe how a region uses natural resources
- A** Chose a resource not found in that region
  - B** Chose a resource not found in that region
  - C** Chose a resource not found in that region
  - D** Correct
- 29** Which sentence *best* explains why many people in the United States live in suburbs and work in cities?
- A** Steamboats carry goods between suburbs and cities.
  - B** Canals carry passengers between suburbs and cities.
  - C** Air transportation has reduced highway traffic.
  - D** Expressways have reduced travel time.
- 30** Describe an industrial community
- A** Chose a community that is not industrial
  - B** Chose a community that is not industrial
  - C** Correct
  - D** Chose a community that is not industrial
- 31** Describe US regions
- A** Chose features incongruent with map location
  - B** Correct
  - C** Chose features incongruent with map location
  - D** Chose features incongruent with map location

**HISTORY**

**Directions:** Use what you know about History to answer questions 32 through 36.

**32** Which event happened one decade after tobacco was first planted?

**Early Events in the Virginia Colony**

- 1607 – English colonists settle on the James River.
- 1609 – Tobacco is first planted.
- 1619 – The House of Burgesses meets for the first time.
- 1620 – The first public library is opened.
- 1624 – Virginia becomes a Royal colony.

- A** English colonists settle on the James River.
- B** The House of Burgesses meets for the first time.
- C** The first public library is opened.
- D** Virginia becomes a Royal colony.

**33** About how much time passed between these two events?

**Historical Events**

- Columbus sailed to America in 1492
- United States Constitution ratified in 1788

- A** one century
- B** two centuries
- C** three centuries
- D** four centuries

**34** Whose point of view is expressed in this poem?

One, if by land, and two, if by sea;  
And I on the opposite shore will be,  
Ready to ride and spread the alarm  
Through every Middlesex village and farm....

— from *Paul Revere's Ride* by  
Henry Wadsworth Longfellow

- A** British soldier
  - B** colonial Loyalist
  - C** American Patriot
  - D** village blacksmith
- 35** Identify an historical person acting for the common good
- A** Chose example of historical person acting for personal good
  - B** Chose example of historical person acting for personal good
  - C** Chose example of historical person acting for personal good
  - D** Correct
- 36** Use narrative to compare past with present day life
- A** Correct
  - B** Chose description incongruent with narrative
  - C** Chose description incongruent with narrative
  - D** Chose description incongruent with narrative

**INQUIRY**

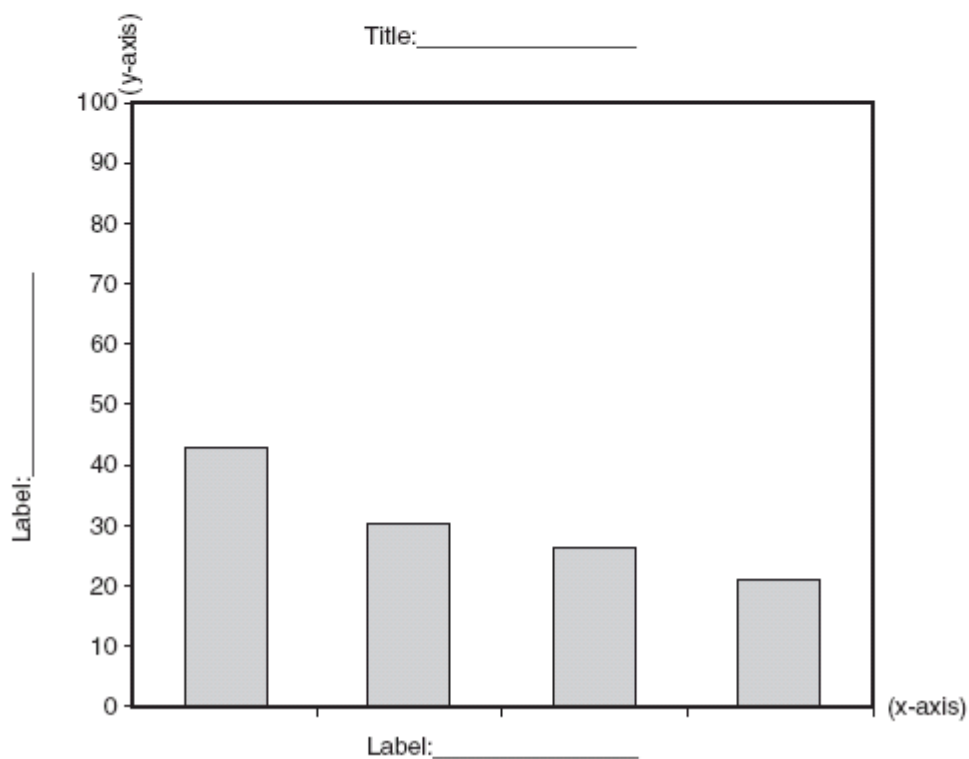
**Directions:** Read the information below and use it with what you know to answer questions 37 through 41.

**Percent of United States Population  
Living in Rural Areas**

Year	Percent
1940	43
1960	30
1980	26
2000	21

Source: U.S. Census Bureau

The following incomplete bar graph describes the data in the table above.



- 37 Which title is *best* for the bar graph?
- A Percent of Farms Sold in the United States
  - B United States Farming Communities
  - C United States Rural Population by Percent, 1940–2000
  - D Crops Produced in the United States, 1940–2000
- 38 Which label should be used for the vertical axis (y-axis) on the bar graph?
- A Percent of Total Population that is Rural
  - B Total Rural Population
  - C Rural Population in Thousands
  - D Rural Population in Hundreds
- 39 Which label describes the horizontal axis (x-axis) on the bar graph?
- A Year
  - B Rural
  - C Percent
  - D Population
- 40 Which statement describes a relationship shown by this data?
- A As time passed, more farms were established.
  - B As time passed, more crops were grown.
  - C As time passed, more people learned to farm.
  - D As time passed, more people lived in cities.
- 41 What trend is shown in the bar graph?
- A The percent of rural population stayed the same.
  - B The percent of rural population changed slightly.
  - C The percent of rural population has decreased since 1940.
  - D The percent of rural population has increased since 1960.

**CIVICS**

**Directions:** Use what you know about Civics to answer questions 42 through 46.

- 42** Summarize the purpose of the Declaration of Independence
- A** Chose example not part of the Declaration of Independence
  - B** Correct
  - C** Chose example not part of the Declaration of Independence
  - D** Chose example not part of the Declaration of Independence
- 43** How can supporters help a candidate for United States Senate win the election?
- A** make calls to voters
  - B** teach citizenship classes
  - C** volunteer as poll workers
  - D** contact government leaders
- 44** Identify an example of power without authority
- A** Chose an incorrect example
  - B** Chose an incorrect example
  - C** Chose an incorrect example
  - D** Correct

- 45** Identify a main duty of Michigan's executive branch
- A** Chose a duty of another branch of state government
  - B** Chose a duty of the federal government
  - C** Correct
  - D** Chose a duty of local government
- 46** Explain organization of local/state/federal governments
- A** Chose wrong governmental level
  - B** Chose wrong governmental level
  - C** Chose wrong governmental level
  - D** Correct

### Scoring Key: Part 1

Item Number	Correct Answer	Standard/ Benchmark	Description
1	B	C.5.e.2	Describe outside events that have affected Americans
2	C	C.1.e.3	Give reasons for limiting the power of government
3	B	C.3.e.2	Describe issues about constitutional rights
4	C	C.5.e.1	Explain various ways nations of worlds interact
5	D	C.2.e.1	Interpret/summarize Declaration of Independence
6	C	G.1.e.1	Locate and describe cultures; compare similarities
7	B	G.1.e.3	Locate/describe major national cultures/communities
8	A	G.3.e.1	Describe types of economic activity/location factors
9	B	G.1.e.3	Locate/describe major national cultures/communities
10	A	G.4.e.4	Describe contemporary Michigan geography
11	C	H.1.e.1	Measure chronological time by decades/centuries
12	D	H.2.e.4	Identify how individuals in history show character
13	D	H.2.e.3	Recount lives of various individuals from the past
14	B	H.4.e.2	Select past decisions; evaluate ethics/consequences
15	A	H.4.e.2	Select past decisions; evaluate ethics/consequences
16	C	E.4.e.1	Explain how prices determined in market economy
17	A	E.1.e.4	Analyze costs/benefits/alternatives consumer credit
18	C	E.5.e.2	Describe benefits of international trade to consumer
19	B	E.3.e.2	Distinguish economic role local/state/federal gov't
20	A	E.1.e.1	Explain facing scarcity with economic decisions
21	E	D.3.e.1	Compose short essay: decision on policy issue



### Scoring Key: Part 2

Item Number	Correct Answer	Standard/ Benchmark	Description
22	D	E.1.e.2	Identify opportunity costs personal decision making
23	C	E.1.e.4	Analyze costs/benefits/alternatives consumer credit
24	B	E.4.e.2	Describe how we act as a producer and consumer
25	B	E.5.e.3	Describe how businesses are involved in trade
26	A	E.3.e.2	Distinguish economic role local/state/federal gov't
27	A	G.3.e.1	Describe types of economic activity/location factors
28	D	G.2.e.2	Describe location/use/importance different resources
29	D	G.3.e.3	Explain transportation/communication links people
30	C	G.1.e.2	Locate/describe diverse cultures and communities
31	B	G.4.e.2	Describe US cultures/communities; compare w/others
32	B	H.1.e.1	Measure chronological time by decades/centuries
33	C	H.1.e.1	Measure chronological time by decades/centuries
34	C	H.3.e.2	Interpret conflicting accounts state/national events
35	D	H.2.e.4	Identify how individuals in history show character
36	A	H.2.e.2	Use narratives to compare past with present day life
37	C	I.1.e.3	Interpret social science information from maps
38	A	I.1.e.3	Interpret social science information from maps
39	A	I.1.e.3	Interpret social science information from maps
40	D	I.1.e.3	Interpret social science information from maps
41	C	I.1.e.3	Interpret social science information from maps
42	B	C.2.e.1	Interpret/summarize Declaration of Independence
43	A	C.4.e.4	Describe how citizens partake in election campaigns
44	D	C.1.e.2	Give examples authority; use of power w/out authorit
45	C	C.4.e.1	Distinguish among making/enforce/interpreting laws
46	D	C.4.e.3	Explain organization of local/state/federal gov'ts